

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE FOR EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
ALBANY, NEW YORK 12234

APRIL 1978



YOUR CHILD'S RIGHT TO AN EDUCATION

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A GUIDE FOR PARENTS OF HANDICAPPED CHILDREN IN NEW YORK STATE

YOUR CHILD'S RIGHT TO AN EDUCATION

A Guide for Parents
of
Handicapped Children
in
New York State

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 WEST 16TH STREET
NEW YORK, N. Y. 10011

The University of the State of New York
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July 1978

THE UNIVERSITY OF THE STATE OF NEW YORK

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LAWRENCE C. GLOECKLER

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INTRODUCTION

As a parent or legal guardian in New York State, you should be informed about special education services and the right of all children to an education appropriate to their needs. Problems that can get in the way of a child's ability to learn and develop normally are common. They can happen to anyone's child. They can happen to your child. This handbook was written to give you the information that you need to use the services available to children who require special education and to exercise your rights and your child's rights.

Your local school district is responsible for seeing that all school-age* children who live in the district have educational services available to them. Although the schools are not required to educate children below the age of five, they must know where children who require special education are, whether or not they are getting educational services, and may be willing to help parents find suitable programs for them. Your district also has a responsibility to keep information on your child confidential, to seek your written consent before initiating a preplacement evaluation or placing your child in a special education program, and to notify you when recommending changes in your child's classification, evaluation or placement. The district must inform you of your child's right to obtain a free, appropriate public education.

Your school district is responsible for educating your child, but you as a parent also have an important role to play. If your child is below the age of five, you may be the first one to notice that the child has a problem. If this happens, it's up to you to actively seek help for your child. As a parent, you have the right and responsibility to be a part of decisions that are made about your child's education. You have the right to be a spokesman for your child and to question and challenge decisions made by school authorities.

As a parent, you are the primary advocate for your child. Many special education programs exist; many safeguards protect you and your child. To use these services effectively, to make the laws and regulations that protect you and your child work, you must know about them. Read this handbook carefully and take advantage of the opportunities available to you to become actively involved in your child's education.

*School-age means the years during which a child is entitled to a free appropriate public education. A board of education is required to admit a child who becomes 5 years old by December 1 of that school year. A child who requires special education is entitled to attend school at the expense of the district through the school year in which he/she becomes 21 years old or has earned a high school diploma.

CHILDREN WHO REQUIRE SPECIAL EDUCATION

Many children have mental, physical, emotional or learning problems that make it difficult for them to be part of a school program without special help. Often professionals use words such as, "handicapped," "emotionally disturbed," or "mentally retarded" to describe these children. In the public school system in New York State words used to describe children who require special education are defined by law. The definitions are used to report to the State and Federal government and to obtain the extra State and Federal funds that are available for special education services. No definition is an absolute judgment of a child's strengths or weaknesses. Most classifications are based on the results of tests and examinations and the judgments of a variety of professionals.

As a parent it is important for you to understand the terms used to describe children who may require special education so that you can communicate with the professionals in your school district. This section of the handbook gives a general introduction to these definitions.

If you are told that your child is **emotionally disturbed**, tests and examinations have revealed that your child has serious problems relating to other children and adults such as parents or teachers. Your child may be often unhappy and have a hard time accomplishing things that he/she has the ability to do at home or at school.

There is no easy way to know whether or not your child is emotionally disturbed, but if your child's behavior is extremely different from the behavior of other children of the same age and is extremely disturbing to other adults and children, he/she may need special help.

If you are told that your child is **mentally retarded**, tests and examinations have shown that your child shows an inability to learn and adapt at the same rate as other children. As the parent of a young child identified as mentally retarded, you may have noticed that your child's language or motor development is considerably slower than that of children of the same age or that your child seems unable to learn new skills as rapidly as others of his/her age.

Mental retardation can be mild, moderate, or severe. School districts use three general categories to describe mentally retarded children. The categories can be useful for reporting and planning purposes. Many retarded children do not fit into these groupings. However, understanding the categories that are commonly used may help you work more effectively with your school and community agencies.

If you are told that your child is an **educable mentally retarded** child, this means that individual intelligence and other test results have shown that your child may learn somewhat more slowly than other children of the same age. You may be told that on intelligence tests your child has scored between 50 and 75.

If you are told that your child is a **trainable mentally retarded** child, this means that individual intelligence and other test results have shown that your child may learn and develop at a slower rate than other children of the same age. You may be told that your child has an IQ of 25-50.

If you are told that your child is **severely or profoundly retarded**, this means that individual intelligence and other test results have indicated that he/she may learn and develop at a substantially slower rate than other children of the same age. For reporting and funding purposes, your child will be identified as a **multiply handicapped** child.

If your child has a **speech/language impairment**, you or a teacher may have noticed that he/she has difficulty talking. The child may substitute one sound for another, be unable to make certain sounds, leave sounds out, make some speech sounds that cannot be understood, stutter, or have difficulty understanding or using words or sentences.

Your child may have a problem seeing. If the problem is severe, you may be told by an eye doctor that your child is **legally blind**. This means that the child has a severe vision loss, but may be able to use his/her vision in some situations.

You may be told that your child is **partially sighted**. This means that your child can, with glasses, use his/her vision. The child may be able to learn to read regular print with glasses or to read special books that are printed with large type.

Your child may have a less serious vision or eye problem. If your child squints and rubs his/her eyes, frequently holds books too close, has frequent eye infections or redness or pain, the child should be examined for a vision problem.

Your child may have difficulty hearing. If you are told by a doctor that specializes in hearing problems that your child is **deaf**, this means that he/she cannot use the sense of hearing for ordinary purposes. Because of the severe hearing loss, the child will need specialized training to learn to talk—either with speech sounds or with sign language or both.

If you are told by an ear specialist that your child is **hard of hearing**, this means that he/she has a serious hearing loss, but can use the sense of hearing either with or without a hearing aid for ordinary purposes. The child may need special training.

Your child may suffer from a less serious hearing loss. If your child often has earaches, asks to have instructions repeated, turns one ear to the speaker, strains to hear, speaks excessively loudly or softly, or has trouble discriminating sounds, the child should be examined for a hearing problem.

If your child has a physical problem such as cerebral palsy, epilepsy, heart disorders, disorders of the nervous system or another health or medical condition, you may be told by the school that your child is **physically handicapped**.

If your child has two or more primary handicaps such as deafness and blindness or severe emotional disturbance and mental retardation, he/she may be designated by the school as **multiply handicapped**. This classification is also used for severely and profoundly handicapped children who function below the level of trainable mentally retarded.

Children who are identified as **learning disabled** have a disorder in one or more of the mental processes needed to receive, organize, or express information. As a result, the child can have difficulty in listening, thinking, speaking, writing, spelling, or doing arithmetic. A learning disability is not primarily due to a physical, mental or emotional handicap or to environmental, cultural, or economic factors.

THE COMMITTEE ON THE HANDICAPPED

As a parent, you should know about your local Committee on the Handicapped. The Committee is a group of people who meet regularly to make recommendations regarding the education of children who require special education to the board of education and to you. The Committee is responsible for finding out what these children need and for making sure that they get it. By law each district must have a Committee on the Handicapped.

The Committee must include the following people: a school psychologist, a teacher or administrator of special education, a physician, a parent of a handicapped child who lives in the district but is not employed by the district and may also include other people appointed by the board of education. This Committee meets regularly to make certain that the special knowledge of many people is used to make decisions that affect your child's future.

In each of the situations listed below, the Committee has important responsibilities to your child and to you. As a parent you have the right and obligation to work closely with your Committee when these situations arise.

Identification/Location of Children Birth-5

If your child is below school age (birth-5) and you know or suspect that he/she may require special education, the Committee may help you find out what's wrong with your child and work with you to find an educational program or placement. Contact your Committee. Write a letter to the chairperson of the Committee in your local district. Inform the chairperson about your child's age and known or suspected problem. Ask for a listing of agencies and organizations which can

evaluate the educational needs of your child. Ask for information about preschool programs or services available to children who need special education in the district, neighboring district, BOCES, day care centers, Head Start programs, or in programs administered by private and voluntary agencies.

Identification/Evaluation/Placement of School-Age Handicapped Children

1. If you or people at school suspect that your school-age child has a handicapping condition, the Committee must collect test results and other information needed to decide whether or not your child has a handicapping condition. If further testing and evaluations are needed, your district must arrange for the testing.

2. Before your child can be tested for possible placement in a special education program, the Committee on the Handicapped must secure your written consent for the evaluation. The Committee must send you a notice which describes the tests and other procedures that will be used to evaluate your child and explains how the information that is obtained will be used. The notice should include a form for you to sign to indicate whether or not you agree to the evaluation. If you do not consent to the evaluation, you can request an informal conference with the Chief School Officer to discuss your concerns. If you are not satisfied with the results of the conference, you can request an impartial hearing to review the Chief School Officer's decision.

If you do not consent to the evaluation and fail to request/attend a conference or hearing to review the matter, your local school district will request a hearing to show that there is a need to evaluate your child.

3. After making a careful review of all of the evaluation results, the Committee on the Handicapped must make some important determinations:

- Does your child require special education?
- What is the appropriate classification for your child?
- What specific special education and related services does he/she need?
- How much contact should your child have with nonhandicapped children?
- What available special education programs will meet your child's needs?

4. Before resolving these issues and making a formal recommendation to the Board of Education on a classification or placement, the Committee must advise you by telephone or letter of your right to speak with the Committee about your child's needs. When you are contacted, take advantage of the opportunity to present any information that you may have and to ask questions. Attend the meeting and inform the Committee about your child's special needs and interests.

5. If the Committee decides that your child requires special education, the group must recommend an appropriate program to the Board of Education. In this circumstance and all of the circumstances listed below, the Committee on the Handicapped must notify you **in writing**:

- a. if the Committee is recommending that your child be classified as handicapped and in need of special education;
 - b. if the Committee is recommending that your child's current classification or current special education program should be changed;
 - c. if the Committee is recommending that your child be continued in his/her current special education program for another year;
 - d. if the Committee is recommending that a change be made in the provision of a free appropriate public education to your child.
6. The notice that you receive from your Committee must contain the following information:
- a. a detailed description of the recommendation;
 - b. a list of the tests and reports that were used in making the recommendation;
 - c. a statement that you have a right to examine and receive copies of your child's records. Copies must be available to you at a reasonable cost;

- d. information about your right to obtain an outside evaluation of your child's needs and about where to go for such an evaluation;*
- e. if the recommendation is to change your child's classification or placement, a statement that your child will remain in his/her current educational placement until all the due process proceedings have been completed (See Your Right To Challenge Educational Decisions, p. 15.);
- f. if the recommendation is for an initial placement, a statement that your child will be placed in a public school program until all due process proceedings have been completed (See Your Right To Challenge Educational Decisions, p. 15.);
- g. a detailed description of your right to a formal hearing to challenge the classification, placement or continuation;
- h. information about the availability of free or low cost legal and related services including information about where such services may be obtained;
- i. a statement telling you how and when to appeal the decision resulting from the formal hearing.

The notice is giving you information about the Committee's recommendations; it is also informing you about your rights. When you receive a formal written notice from the Committee, read it carefully and make certain that you:

Understand what is being recommended and why.

Review the summary of tests and examinations that were given to your child. Make certain that you understand what these examinations have revealed about your child's educational needs.

Take advantage of your right to obtain an independent evaluation of your child's educational needs, if you question the recommendation. Use the information that the Committee has given you to make an appointment for an independent educational evaluation of your child.

Contact the Committee on the Handicapped if you do not understand the recommendation or disagree with it. If you are still dissatisfied, request a hearing. (See Your Right To Challenge Educational Decisions, p. 15.)

Request a hearing within **10 school days** of your receipt of a recommendation that you disagree with.

Reevaluation

The Committee must at least annually review the progress that children in special education programs make in school. They must make certain that children in special education programs receive comprehensive reevaluations at least once every three years.

Each year the Committee must report on the progress that children are making in special education programs to the Board of Education and recommend whether to continue or change your child's special education program. You must be notified in writing each year when the Committee makes a recommendation to either continue or change your child's special education program. The written notice that you receive must contain all of the information mentioned in No. 6 (p. 4).

Program Review

The Committee must review special education programs to make certain that they are meeting the needs of children who require special education.

If you need help in finding a special education program for your child—if you have questions about your child's program—if you are dissatisfied with your child's program—contact the Committee on the Handicapped in your district.

The names of the members are available from your Chief School Officer or Board of Education.

* The notice must explain that you have a right to an independent evaluation at public expense if you disagree with the evaluation of the local school district. However, the school district may initiate a hearing to show that its evaluation is appropriate. If the hearing officer determines that the school district's evaluation is appropriate, you have the right to an independent evaluation but not at public expense.

IDENTIFICATION AND REGISTRATION

Identification

Your district is required by law to find all children from birth to 21 years of age who require special education. There are many different ways that the district can identify such children. Your district may conduct or participate in a special screening program. Your home may be visited by a census taker who will ask for information about the children in the household including information about children with special education needs. You may receive brochures or other information from your district asking you to contact the school if you know or suspect that your child has a problem and needs special education.

When you are contacted by the district, inform them about your child's needs. The information will be held in the strictest privacy. The general rule is that once information about your child has been obtained, your district may not tell anyone other than the professional staff at the school and the Committee on the Handicapped about your child's problem without your written permission. (See p. 14 for more information about confidentiality requirements.)

If you know or suspect that your child may require special education and have not been contacted by your district, write a letter to your school. State that you know or suspect that your child may need special education. Address it to the chairperson of the Committee on the Handicapped.

Registration

Your child, between the ages of 5 and 21, must be registered with your local school district to receive educational services. Regardless of the severity of your child's disability, your district may not lawfully refuse to register your child.

Call or visit your district and tell them that you want to register your child. Bring your child's birth certificate and his/her necessary immunization certificate with you. Fill out the registration form. Make certain that you state that your child requires special education.

EVALUATION

School-Age Children

If you, your child's physician, his/her teacher, or other professional staff members of the school believe that your child (ages 5-21) requires special education services, your district must evaluate the child to find out whether he/she needs a special program or service. As was mentioned in the section on the Committee on the Handicapped, your district must obtain your written consent prior to a preplacement evaluation to determine whether or not your child requires special education. Your child must receive an individual psychological examination, a physical examination, a social history must be taken, and other tests and examinations given to identify the problem. The evaluation must be made, at no cost to you, within 30 school days from the date that the written request is made, or 30 work days during the summer months.

Your district, must insure that your child receives an accurate, unbiased evaluation:

If your child does not speak or understand English well, your district must make every effort to test the child in his/her primary language.

The person(s) who examines your child must be licensed or certified to administer the tests that are being given to your child.

Your child must be given tests that assess his/her developmental skills as well as intelligence tests.

If your child has a motor, vision or hearing problem, adjustments must be made in the testing procedures to make certain that an accurate evaluation is made of his/her abilities.

More than one test must be used to evaluate your child. The results of the evaluation must be reviewed by the full Committee on the Handicapped.

To have your school-age child evaluated, write a letter to the chairperson of the Committee on the Handicapped. State that you believe that your child may need special education services. Keep a copy of the letter.

Preschool-Age Children

If you, your child's physician or another professional suspects that your preschool-age child may need special education services, your district may assist you in finding an agency that will evaluate your child's needs. Your district may be able to do an educational assessment of your preschool-age child; however, if the district does not have a staff trained to work with very young children, it may help you find a place in your community that is able to evaluate your child's needs.

To have your preschool-age child evaluated, write a letter to the Committee on the Handicapped in your local school district. Briefly explain your child's problems and ask for the Committee's assistance in having your child evaluated.

INDIVIDUALIZED EDUCATION PROGRAM

Your district must see that a written Individualized Education Program (IEP) is developed and implemented for your child at the time the child enters a special education program. The planning conference to develop the IEP must be conducted as soon as possible, but no later than 30 school days, after the child enters the special education program. You have the right to participate in the planning conference; your child may also participate if it seems appropriate.

Content of the IEP

The IEP is a program which summarizes where your child is developmentally at the time that he/she enters a special education program, establishes goals and objectives, explains what will be done to reach these goals and establishes procedures for periodically checking up on the progress that your child is making. The intent is to make certain that your child is receiving an education that is going to meet his/her special needs.

There are many different materials and procedures that districts can use to develop IEP's for children; however, the basic contents are defined by law and include the following:

1. **A statement of present levels of educational performance.** In essence, the written program is to explain what your child's skills and competencies are at the time that he/she enters a special education program. For many children this would include information on where the child is in terms of:

- reading skills
- math skills
- language development
- motor development
- social development

For some children it might include the child's level of development in self-care skills such as dressing, or toileting, or in specialized adaptive skills such as lipreading or Braille. This assessment of your child's level of performance is to be revised at least once a year.

As a parent, there is a great deal that you can add to the development of this part of your child's IEP. You have firsthand information on what your child can and cannot do at home. Share your knowledge of your child's abilities with school personnel at the planning conference.

2. **A statement of annual goals including short-term instructional goals.** This means that the program plan is to identify long-range goals for your child in each major skill area such as language or motor development. At the same time, this part of the written program is to include the smaller steps that your child should make to arrive at the long-range goals. For example, a long-range goal for a child might be for him/her to read at a certain level by the end of the school year. Short-term goals would include the mastery of the specific vocabulary and word attack skills needed to reach this goal.

As a parent, you may have some very definite ideas about goals and objectives for your child. Your child may also have some ideas as to what he/she would like to accomplish by the end of the school year. Express your views and encourage your child to express his/her thoughts at the planning conference.

3. A statement of the specific educational services and instructional materials to be provided to such pupil, and the extent to which the child will be able to participate in regular education programs. This part of the program plan identifies the kind of instruction that will be offered to your child to help him/her reach the goals and objectives that have been established. For example, if goals and objectives have been identified for your child in speech and language development, the type and amount of specialized instruction that your child will receive and the materials that will be used must be discussed. Also, the amount of time that the child will spend in the regular educational program must be described.

As a parent, you have the right to ask questions about the educational methods and materials that will be used with your child. You may also have some definite opinions about the amount of time that your child should spend in the regular educational program. Feel free to express your ideas and concerns at the planning conference.

4. The projected date for initiation and anticipated duration of such services. The program must spell out when the special services will begin and how long they will be offered.

5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved. The written program must explain *how* the teacher will determine whether or not the goals and objectives are being reached and how frequently the progress that your child is making will be reviewed.

Make certain that your child's progress will be evaluated in a way that can be clearly measured. Be sure that you understand how often the teacher will be formally evaluating the progress that your child is making.

Participating in the Planning Conference

As a parent or legal guardian, your participation in the development of your child's written IEP is extremely important. Your district must notify you in advance about the planning conference and arrange a date for the conference that is convenient for both you and the school people. If it is not possible for you to attend the conference, the school should present alternatives such as individual or conference telephone discussions. At the conference you may be accompanied by interpreters to allow you to communicate with the school personnel in your native language. You may ask other people to accompany you to the planning conference. You can also bring your child if you believe that it would be helpful to him/her and to the school staff.

Other participants of the conference must include your child's teacher and a person who provides or supervises the provision of special education services. This person could be a specialist in the area of your child's disability, such as a speech therapist if your child's primary problem is in that area. It could also be a person who has administrative responsibility for a special education program.

If your child is entering a special education program for the first time, the planning conference must also include one of the professionals who evaluated him/her or a person who is well informed about the procedures that were used.

Before the planning conference, there are some things that you could do to be well prepared for the discussion:

1. Decide whether or not you will feel comfortable attending the conference alone. If not, arrange to have a friend or advisor accompany you. Make certain that the person who accompanies you is familiar with the IEP and your child's needs.
2. Review the five requirements for the written IEP discussed above.
3. Review any program plan drafts or other materials sent by the school to you.

4. Make a list of questions or concerns that you have about the program being proposed. Some of the following questions might be on your list:

- What do the test results show about my child's abilities?
- What goals have been set for my child?
- What academic subjects will my child be studying?
- What services will be provided to my child to help him/her reach these goals?
- What type of physical education program will he/she be in?
- What regular classroom experiences will be available to my child?
- What extracurricular activities will my child participate in?
- How do the other children in the class react to my child?
- What behavior problems has my child shown?
- How is the teacher handling these problems?
- How often will my child's progress be checked?
- When will I receive a report on his/her progress?

5. List the skills, special abilities, and interests that your child shows at home. Include how he/she relates to friends, brothers and sisters, and other family members. Identify what he/she enjoys doing during the summer months.

6. List some areas in which you would like to see your child grow.

7. Identify the areas that you think are most important.

8. Talk with your child about what he/she would like to learn to do. Make a list of your child's ideas.

At the planning conference listen carefully to what your child's teacher and other school representatives have to say about your child's educational needs and what should be done to meet these needs. Express your ideas and encourage your child to express his/hers. If there are parts of the proposed program that are unclear to you, ask questions about them. Never assume that you don't understand merely because you are not a professional. The staff members should be able to explain all parts of the plan and the reasons for their inclusion to you. If you disagree with goals, objectives, activities that are proposed, express your opinion.

Putting the IEP into Practice

As a parent, you have an important role to play in carrying out your child's IEP. At the planning conference it is important for you to become informed about what your child will be learning so that you can reinforce what is being taught at school and at home. For example, if your child is learning to tell time at school, you can give him/her the opportunity to practice at home. If he/she is learning about money, you can encourage him/her to help count the change after paying a bill at a restaurant or store.

Make certain that you understand what your child will be learning and when he/she will be exposed to new activities. At the planning conference, arrange for periodic phone calls, notes, or other methods of keeping in touch with your child's teacher. Be sure that you understand when you will be getting a report on the progress that your child is making. When you receive a report, read it carefully and feel free to call the school to ask questions.

SPECIAL EDUCATION PROGRAMS FOR SCHOOL-AGE CHILDREN

The special services that are listed as needed by your child in his/her Individualized Education Program must be available to him/her by October 1, 1978. These services must include physical education and related services such as speech and hearing therapy, physical and occupational therapy, recreation, psychological and medical services (for diagnostic purposes), counseling, school health services, social work services in schools, and parent counseling and training.

Program Options

Each board of education is responsible for determining the methods by which special education and related services are to be made available to the children who need them. There are a number of different ways that districts can meet their responsibilities. Many districts offer some special education programs. However, these programs are not always provided directly by the school districts.

Some school districts which have small numbers of children who require special education make arrangements with Boards of Cooperative Educational Services (BOCES) to provide such programs. The BOCES provides teachers, classes, and special materials. In other areas, arrangements are made with neighboring school districts to provide special educational services. Additionally, school districts may contract with approved nonpublic schools for special educational services. However, school districts must place children in appropriate public programs if they exist. Therefore, a district may contract with a nonpublic school only when the district finds that none of the available public programs is appropriate for the needs of the child, subject to the approval of the Commissioner of Education.

For some children who have severe or unusual problems, the districts may make arrangements with approved nonpublic schools. Many of these schools are residential. They are accountable to the State Education Department and must conform to standards defined by the Education Department. Before recommending the placement of a child in a residential program, the district must make certain that no appropriate nonresidential program is available. The Education Law very clearly states that no child shall be placed in a residential school unless there is no appropriate nonresidential school program available to meet the needs of the child. The intent of the law is to make certain that children who require special education have as much opportunity as possible to have contact with nonhandicapped children.

Some children are educated in programs administered by other State agencies such as the Department of Mental Hygiene, the Department of Health, the Department of Correctional Services and the Division for Youth. Local school districts must be aware of children living in their districts who are educated in programs run by other State agencies.

Educational programs administered by the Department of Mental Hygiene, the Division for Youth, and the Department of Social Services must provide educational services that are similar to the services that are available in the public schools. These three agencies must provide information on handicapped children being educated in their programs to local Committees on the Handicapped.

In all cases, children who require special education must have appropriate educational services available to them from the time they reach school age until they reach 21 or receive a diploma which is equivalent to a high school diploma. These services must be available to them at no cost to their parents.

Special education is expensive but it is a public expense, not a personal burden to be borne by parents. Of course, nothing in the law prevents parents from exercising their free choice to select and pay for a private program at their own expense. Specific program options that are available include:

1. Resource Programs

If your child is placed in a resource program he/she will be taking part in regular classroom activities, but will also be receiving assistance from a special education teacher.

Your child will receive at least one hour a day of individual or small group instruction. (Small groups must include not more than five children who require special education.) In addition, the regular classroom teacher will be working closely with the special education teacher so that the regular teacher can effectively meet your child's needs in the classroom.

Your child's need for special instruction will determine the length of time the child spends with the special education teacher. The Commissioner's Regulations establish minimal instruction to be given to your child by a certified special education teacher.

2. Special Classes

Another placement option, special classes, provides specialized training and a great deal of individual attention. For many children, special classes are the best possible placement. If possible, the special class should be located in a public school building.

Your child's teacher must be a certified teacher of special education. Maximum class sizes have been established to be sure that your child gets needed individual attention. Limits on the age range of children in special classes have also been established to make certain that your child is in a class with children of approximately the same age. Special classes may be provided by your own school district or by a BOCES.

3. State-Operated and Supported Schools (Blind/Deaf/Severely Physically Handicapped)

State-operated and supported schools are another program option. Children are appointed to these schools by the State Education Department with the approval of the Commissioner of Education. To have your child appointed to one of these schools, contact:

Office for Education of Children
With Handicapping Conditions
55 Elk Street
Albany, New York 12234

4. Approved Private School Programs

If your local school district has made every effort to find a program that meets your child's needs in the local school district, a neighboring district and BOCES, and none is appropriate and available, your child may be eligible for placement in a private school program. If your child is placed in an approved private school by your district, the cost of his/her tuition and room and board is not your responsibility.

If your child has severe or profound problems or has an unusual combination of disabilities, his/her educational needs may best be met in a residential school. The decision to place your child in a residential program must be made by your local district upon the recommendation of the Committee on the Handicapped. You must be involved in the process by having an opportunity to speak to the Committee before it makes a recommendation to the board of education.

Private schools that are receiving public funds for the education of children must meet certain standards. As a parent, you should be aware of the basic requirements that protect your child's right to a free, appropriate education.

The private school must send a report on your child's progress to your Committee on the Handicapped at least once a year. You may request additional reports and information on your child's progress through the Committee on the Handicapped.

Your child may not be transferred or dismissed from a private school without contacting your local school district. Arrangements for another more suitable program must be made.

All information on your child must be kept confidential by the school.

The private school may not suspend your child without following due process procedures comparable to procedures applicable to public schools.

You must not be required to pay for your child's tuition or maintenance or to participate in any fund-raising activities.

5. Home Instruction (Ages 5-21)

If your child requires special education and is unable to attend school, your district must provide an educational program for him/her. If your child is at home, a teacher must come to your house to work with your child; if the child is in a hospital, he/she must be educated there.

The instruction that your child receives at home or in the hospital must be based on his/her individual needs. Your district must keep records on your child and periodically evaluate the progress that is being made.

Minimum requirements for the length of time that your child must be taught at home or in the hospital have been established:

Five hours per week at the elementary level (one hour a day is recommended)

Ten hours per week at the secondary level (two hours a day are recommended)

Transportation For School-Age Children

Your school-age child is entitled to free transportation to and from school in accordance with the provisions of State law. The transportation provided must be suited to your child's needs. If your child must be transported in a vehicle with special equipment such as lifts or ramps, your district will see that this equipment is available to your child. If you have difficulty obtaining appropriate transportation for your child, contact the local Committee on the Handicapped.

Summer Programs For School-Age Children

School districts are required to provide educational services for the 10-month school year only. To obtain transportation and tuition for summer special education programs you must petition the Family Court. Such costs may be granted in appropriate cases. You may obtain appropriate forms by contacting your local school district.

Where transportation and tuition costs for summer programs for school-age children are granted, the costs are charged to the county. If the Commissioner of Education approves the order of the Family Court, the State Education Department will reimburse the county up to 50 percent of the court-ordered amount.

Services Available Through the State Training Network

The State Education Department administers a network of State Training Centers. These centers maintain educational materials that parents can borrow to work with their children at home. Some offer training programs for parents. See the Appendix for a list of Centers.

PRESCHOOL PROGRAMS

If your child is of preschool age and has a known or suspected disability, it is very important for you to find out what the problem is and to find a program for your child. Often problems that are identified early can be corrected; many children who attend special preschool programs are able to attend regular classes when they reach school age.

Preschool programs for children below the age of five are not required by law, to be provided by local school districts. However, some permissive programs for deaf infants do exist. There are some programs and services available to preschool-age children who require special education. Some federally funded programs exist; some programs are offered by parent and other agencies and organizations. Transportation and tuition may be available through the Family Court.

As a parent, one step in finding a program for your child is to contact your Committee on the Handicapped. Work with the Committee to explore the program possibilities discussed in this section of the handbook.

Programs for Deaf Infants

If your child is below the age of three and has a severe hearing loss, public education programs are available to you and your child. These programs are designed to help your child learn to communicate with others. The program must also offer you training that will help you understand and work with your child.

To be eligible for a program, your child must have a *severe* hearing loss. To give your child the opportunity to take part in one of these programs, do the following:

1. Take your child to a doctor who specializes in hearing problems. Obtain a copy of the specialist's report on your child's hearing loss. If you need assistance in having your child's hearing loss evaluated, contact the Committee on the Handicapped at your local school district.
2. Take the doctor's report to your local Committee on the Handicapped. Ask the Committee to recommend your child for an approved program.

If your child is eligible, he will be referred to a program. The program must be available to you and your child at no cost to you. Your child must attend the program nearest to your residence.

Federally Funded Preschool Programs

Some federally funded preschool programs are available to children who require special education. Contact your Committee on the Handicapped to find out whether or not a preschool program is available for your child in your district.

Head Start Programs

Head Start programs must accept a certain number of children who require special education into their programs. Contact your Committee on the Handicapped to find out whether a Head Start program is available to your child in your community.

Other Preschool Programs

Many parent organizations and other private or voluntary groups run preschool programs for children who require special education. Funds needed to send your child to many of these programs may be available through the Family Court. Contact your Committee on the Handicapped to find out about preschool programs available to your child.

Transportation and Tuition For Preschool Children

You have the right to petition the Family Court to obtain the funds needed for tuition and transportation for preschool special education programs. Such costs may be granted by the courts in appropriate cases. You may obtain forms from your local school district.

Where transportation and tuition costs for preschool programs are granted, the costs are charged to the county. If the Commissioner of Education approves the order of the Family Court, the State Education Department will reimburse the county up to 50 percent of the court-ordered amount.

CONFIDENTIALITY/RIGHT TO PRIVACY/RIGHT TO ACCESS

All children have a basic right to privacy; written records kept on your child by the local school district or other educational agencies must be kept in the strictest confidence. At the same time, you, as the parent, must be able to see information that the school keeps on your child. School districts must take the following precautions to protect the confidentiality of information kept on your child and to guarantee you the right to see this information:

1. The school district may not show your child's records to anyone other than the school professionals and the Committee on the Handicapped members who are involved in your child's education without first obtaining your written permission.

2. The school must keep a list of the names of staff members who have access to the records of individual children and a listing of agencies that have records on individual children. You may request a list of school staff members and agencies that have access to your child's records and the school must give you a copy of the list.

3. The school district must make your child's records available to you. You are also entitled to copies of his/her records at a reasonable cost. If you have questions about information contained in the records, ask for an explanation.

4. Your district must make your child's records available to him/her once the child is 18 years of age, in the usual case. Written permission must be obtained from him/her before the records are released to others.

SUSPENSION

Public school authorities may suspend your child because of behavior which endangers his/her health and safety or the health and safety of others in the classroom. A suspension may indicate that your child has been placed in the wrong program or that the staff has not succeeded in meeting the child's needs. It does not mean that your child cannot be educated or that he/she is no longer entitled to an education. If your child is between the ages of 5 and 21 and is handicapped, your district must make an educational program available to him/her.

If the suspension is for 5 days or less, you must be notified by the school and have the opportunity to have an informal conference with the principal or person imposing the suspension to challenge it. At this conference you have the right to question your child's teacher and any other person who is recommending the suspension. A short suspension of 5 days or less does not require a formal hearing with the right to counsel.

Your child is entitled to a formal hearing if the suspension is for more than five days. If the suspension is upheld at the hearing and the child is of compulsory school age, your district must find another more suitable educational program for your child.

Due Process in Suspension Cases

You must be notified by your school district if your child has been suspended. If the suspension is for more than 5 days, the letter which tells you about the suspension must also inform you of your right to a formal hearing.

Before the hearing, your district must inform you of the *specific incidents* that have occurred which are the reason for the suspension. It is not enough for the district to merely say that your child is guilty of a serious violation of school rules. You must have this information ahead of time so that you and your attorney can prepare a defense for your child before the hearing.

At the formal hearing, you have the right to bring an attorney or other witnesses to speak on your child's behalf. You and your attorney have the right to question teachers and other school staff members. You may also be questioned by the school. However, the responsibility for proving that your child should be suspended rests with the school.

A record must be made at the hearing—either a written record or a tape recording.

The superintendent may hear the case and make a final decision on suspension. The decision must be based only on evidence presented at the hearing. The superintendent may designate a hearing officer to conduct the hearing; however, the superintendent makes the decision.

If you are dissatisfied with the results of the hearing you may appeal to the board of education, which will decide the case solely upon the record before it. If you are dissatisfied with the result of the determination by the board of education, you may bring an appeal to the Commissioner of Education, pursuant to section 310 of the Education Law.

EXEMPTION FROM SCHOOL ATTENDANCE

Procedures which release a child from the obligation to attend school because of a physical disability, mental retardation or a mental or emotional disorder exist in the Education Law and the Commissioner's Regulations.

The procedures are as follows:

- A qualified physician, psychiatrist, or psychologist examines the child and recommends exemption.
- A written report of this exam is sent to the local Committee on the Handicapped.
- The members of the Committee make a written recommendation of the exemption to the school district's chief administrator.

Recent changes in State and Federal education laws require that free appropriate educational services be made available to all handicapped children between certain ages. However, as a parent you should be aware of the exemption provisions. If your child is so profoundly disabled that you want to have him/her released from his/her right to an education, use the exemption procedures. Have your child examined by a physician, psychiatrist, or psychologist who will prepare a written report recommending exemption. Have a copy of the report sent to your local Committee on the Handicapped. Ask the Committee to recommend an exemption for your child.

DO NOT allow the exemption procedures to be used by school authorities or other professionals to deny your child his/her right to a free, appropriate education.

YOUR RIGHT TO CHALLENGE EDUCATIONAL DECISIONS ABOUT YOUR HANDICAPPED CHILD

All school-age children have a right to a free, appropriate education. Your handicapped child is entitled to the same rights and privileges as nonhandicapped children. As a parent of a handicapped child, you also have rights that protect you and your child. Your school district must take certain steps to protect these rights to make sure that your child's needs are accurately evaluated and that he/she gets the educational services needed. The procedural steps that your district must take to protect your handicapped child's educational rights are called "due process" safeguards.

Your district must give you an opportunity to question or challenge recommendations and decisions about your child's educational program. Whenever possible, attempt to settle these disagreements between you and the school officials informally by meeting with the Committee on the Handicapped. Open lines of communication between parents and school officials often solve problems before they start.

Challenging the Recommendation of the Committee on the Handicapped

In the section on The Committee on the Handicapped of this handbook, the role of the Committee was discussed, so you already know that it must secure your written permission to conduct an evaluation of your child to determine his/her need for special education services. You may request an informal conference to discuss the need for the testing and, if necessary, request a hearing to challenge the need for the evaluation.

You also know that you are entitled to an informal letter or a phone call advising you of your opportunity to speak to the members of the Committee on the Handicapped regarding the classifi-

cation and placement of your child before the Committee has made any recommendations to the board. Your district must send you a formal letter called a notice which explains the actual recommendation of the Committee and the reasons upon which the recommendation is based.

If you do not agree with the recommendation of the Committee, you have the right to request a hearing, which is a formal, legal procedure. To do this, send a letter to your board of education.

Do it within *10 school days* of the date that you received the notice of the recommendation that you are challenging. Keep a copy of your letter.

Once the board has received your request, it must arrange for a hearing. It is up to the school district to make certain that the following procedures are followed:

The hearing must be conducted by an impartial hearing officer. The hearing officer cannot be employed by your local school district or BOCES. He/she must be unbiased and give you and other spokesmen for your child an opportunity to present your side of the dispute.

A written or tape-recorded verbatim (word-for-word) record of the hearing must be made and be available to you.

If they are needed, interpreters of the deaf and/or interpreters of the language spoken in your home must be available. The district must pay for this service.

You may be represented by an attorney and/or accompanied by professionals and any other persons of your choice to the hearing.

You and your attorney will have an opportunity to question the school authorities; they will also have an opportunity to question you. Each party has the right to prohibit the introduction of evidence which has not been shared with the other party at least 5 school days before the hearing.

If your child is over the age of 18, he/she may attend the hearing; if your child is not yet 18, you can decide whether or not he/she should attend.

After both sides have presented their cases, the hearing officer must make a decision. A copy of the decision must be mailed to you and to the board of education within 45 school days of the date that the board of officers received the initial request for a hearing. The hearing officer's decision must be based only on what occurred at the hearing. It must inform you and the board of education of your right to appeal the decision to the Commissioner of Education.

Appealing the Determination of an Impartial Hearing Officer

If you are dissatisfied with the decision of the impartial officer, you have a right to appeal to the Commissioner of Education. It is not necessary to hire a lawyer to do this. However, in order to bring an appeal to the Commissioner, you must follow certain procedures.

Your first step is to write to the State Education Department for a booklet entitled *Handbook I*, "Regulations of the Commissioner of Education Relating to Appeals and Other Proceedings Before the Commissioner," revised as of February 20, 1978. Write to:

The State Education Department
The Office of Counsel
Albany, New York
12234

This pamphlet explains exactly what you must do to appeal a board decision. Because your appeal is a legal process, you must follow precisely the procedures explained in the booklet. Here are some suggestions to help you comply with the Commissioner's Regulations:

Ground Rules

1. The notice of intention to seek review must be served within *30 calendar days* of receipt of the decision of the impartial hearing officer.

2. The petition for review must be served within *40 calendar days* of receipt of the decision of the impartial hearing officer.

3. The person making the appeal is called the "petitioner" and must be personally aggrieved. The parent makes the petition on behalf of the child.

4. Oral argument before the Commissioner is not permitted.

5. All appeals must be addressed "To the Commissioner of Education" and follow the procedures listed below:

Appeal Procedures

1. Sending the Notice of Intention To Seek Review

If you are appealing the decision of an Impartial Hearing Officer, you must send a notice of Intention To Seek Review to the Board of Education. The notice must be in the form set forth on page 19. It must be sent at least *10* calendar days before serving the petition. A copy of this notice must be included in the appeal.

2. Preparing the Appeal

The petitioner (either the parent or legal guardian, or the Board of Education) prepares the appeal. The appeal must include the following:

- The *notice with petition* which is to be sent in the format presented on page 19.
- The *petition* which is to include any written argument, memorandum of law and documentary evidence.
- The *verification* in which the petitioner swears to the truth of the charges. It is to be in the form presented on page 21.

3. Serving the Petition

The petitioner must have the petition hand delivered to each named respondent by someone over the age of 18.

4. Notarizing an Affidavit of Personal Service

The person who has hand delivered the petition must sign an Affidavit of Personal Service and have it notarized. The affidavit is to be in the form presented on page 23. A copy of this affidavit is to go with the petition to the Commissioner of Education.

5. Filing the Appeal With the Commissioner of Education

The petitioner must file with the Office of Counsel of the State Education Department the following:

- The appeal in its entirety as explained in 2. Preparing the Appeal, above.
- A copy of the Notice of Intention To Seek Review, if the petitioner is a parent or legal guardian
- The Affidavit of Personal Service

6. Preparing an Answer to the Petition

The respondent must prepare an answer to the charges contained in the petition. The respondent may agree with the charges in the petition. If this is the case he/she will prepare a statement of facts which expresses agreement with the petitioner. The respondent may disagree with the petitioner and present written argument, memorandum of law and additional documentary evidence.

7. Serving the Answer on the Petitioner

The respondent must serve the answer on the petitioner within *10* calendar days of the date of receipt of the petition. It may be hand delivered or served by mail. An Affidavit of Personal Ser-

vice or Service by Mail in the format contained on page 23 or 25 must be secured and notarized. A verification must also be included.

8. Filing the Answer With the State Education Department

Within two (2) calendar days of the date that the answer was served on the petitioner, the respondent must file the answer with the Office of Counsel, State Education Department. The Affidavit of Personal Service or service by mail must accompany the answer and a verification.

9. Responding to the Answer

The petitioner may make a response to the answer. The response must be served on the petitioner and filed with the State Education Department within three (3) calendar days after service of the answer.

10. Filing a Record of the Proceedings Before the Hearing Officer With the State Education Department

It is the responsibility of the Board of Education to file with the Office of Counsel, State Education Department, a copy of the written transcript of the record before the hearing officer and the decision of the hearing officer.

Challenging the Decision of the Commissioner of Education

If you are dissatisfied with the final determination or order of the Commissioner of Education, you can take your child's case to court.

The proceedings which have gone on up to this point are called administrative proceedings. If you choose to bring a court action to review the decision of the Commissioner, you may bring it in Federal and State Court. If you bring the action in State Court, you are bringing an action pursuant to Article 78 of the Civil Practice Law and rules which must be brought in Supreme Court, Albany County. If you bring the action in Federal Court you will bring it in one of the four Federal district courts in the State.

Maintenance of the Status Quo

If you are applying for initial admission of your child to a public school, your child must be placed in a public school program until all the challenge proceedings described above are completed. However, if the recommendation or determination you are challenging is based on a change in placement or a change in special education program, the status quo, which must be maintained by the school, is the educational placement your child was in at the time the change was recommended.

Notice of Intention To Seek Review

The undersigned intends to seek review of the determination of the hearing officer concerning the identification, evaluation or placement of (*name of handicapped pupil*). Upon receipt of this notice, you are required to have prepared proceedings before the hearing officer in this matter. A copy of the transcript and of the decision of the hearing officer must be filed with the answer to the petition for review to be filed by the undersigned with the Commissioner of Education.

Notice With Petition

You are hereby required to appear in this review and to answer the allegations contained in this petition. Your answer must conform with the provisions of the Regulations of the Commissioner of Education relating to reviews of this nature, copies of which are available from the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.

If an answer is not served and filed in accordance with the provisions of such regulations, the statements contained in the petition will be deemed to be true statements, and a decision will be rendered thereon by the Commissioner.

Please take notice that such regulations require that an answer to the petition must be served upon the petitioner, or if petitioner is represented by counsel, upon such counsel, within ten days after the service of the petition for review, and that a copy of such answer must, within two days after such service, be filed with the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.



Affidavit of Verification

STATE OF NEW YORK

ss.

COUNTY

....., being duly sworn,
deposes and says that he isin this proceeding;
that he has read the annexedand knows the
contents thereof; that the same is true to the knowledge of deponent except as to the matters
therein stated to be alleged upon information and belief, and as to those matters he believes it to
be true.

.....
(Signature)

Subscribed and sworn to before me
thisday of.....19....

.....
(Signature and title of officer)



Affivadit of Personal Service

STATE OF NEW YORK

ss.

COUNTY OF

....., being duly sworn,
deposes and says that he is over the age of eighteen years and is not a party in this proceeding;
that on the day of, 19....., at No.Street,
in the town of, county of, State of New York,
he served the annexed on
by delivering to and leaving with saidat said time and place a true copy thereof.

Deponent further says he knew the person so served to be the said,
who is in said district.

.....
(Signature)

Subscribed and sworn to before me
this day of 19....

.....
(Signature and title of officer)



Affidavit of Service by Mail

STATE OF NEW YORK

ss.

COUNTY OF

....., being duly sworn,
deposes and says that he is over the age of eighteen years and is not a party in this proceeding;
that on the day of, 19...., deponent served the within
upon in this action, at
....., the addresses designated by for
that purpose by depositing a true copy of the same by mail, enclosed in a postpaid properly ad-
dressed wrapper, in a post office official depository
under the exclusive care and custody of the United States Post Office Department within the State
of New York.

.....
(Signature)

Subscribed and sworn to before me
this day of 19....

.....
(Signature and title of officer)



AFTERWORD

You can see that there are many educational options available to your child in New York State. Your child's right to a free, appropriate public education is protected by Federal and State law.

Remember that you are your child's primary advocate. Understand the educational system and take advantage of the opportunities available to you to become actively involved in your child's education.

To see that local educational agencies understand and implement the laws and regulations that govern the education of children who require special education, the State Education Department, the Office for Education of Children With Handicapping Conditions maintains a network or regional offices. The staff members in the regional offices are available to respond to questions and concerns you may have. Use the map on the back of this handbook to locate the regional office which is nearest to you. Feel free to contact the office at the address and telephone number which is listed.

APPENDIX

ASSOCIATE CENTERS IN THE STATE TRAINING NETWORK

New York State Education Department
The Bureau for Program Development
55 Elk Street
Albany, New York 12234
Lawrence Gloeckler, Bureau Chief
PHONE: (518) 474-2251

Albany-Schenectady-Schoharie ASEIMC
O.D. Heck Developmental Center
500 Balltown Road—Bldg. 12
Schenectady, NY 12304 SEIMC Library
PHONE: (518) 370-0905

Allegany Co. BOCES ASEIMC
c/o Learning Diagnostic Center
33 Willetts Avenue
Belmont, NY 14813
PHONE: (716) 268-7652

Broome County BOCES ASEIMC
BOCES—Broome-Delaware-Tioga Counties
Upper Glenwood Road
P.O. Box 1450
Binghamton, NY 13902
PHONE: (607) 729-9301

Buffalo City ASEIMC
School # 28, 1515 S. Park Avenue
Buffalo, NY 14220
PHONE: (716) 823-7440

Cattaraugus-Allegany ASEIMC
Windfall Road, RD #1, Box 424-B
Olean, NY 14760
PHONE: (716) 372-8293

Cayuga Co. BOCES ASEIMC
234 South St. Rd.—BOCES Campus
Auburn, NY 13021
PHONE: (315) 253-0361

Chautauqua Co. BOCES ASEIMC
9520 Fredonia Stockton Rd.
BOCES LoGuidice Center—E Building
Fredonia, NY 14063
PHONE: (716) 672-4371 Ext. 265

Chemung-Schuyler-Steuben-Tioga IMC ASEIMC
431 Philo Rd.
Elmira, NY 14903
PHONE: (607) 739-3581 Ext. 223

Clinton-Essex-Franklin ASEIMC
Box 455, John W. Harrold Educ. Center
Plattsburgh, NY 12901
PHONE: (518) 561-0100 Ext. 133

Cortland Co. BOCES ASEIMC
McEvoy Education Center
Clinton Avenue Ext.
Cortland, NY 13045
PHONE: (617) 753-9301

Delaware-Chenango-Madison-Otsego ASEIMC
East River Road, RD. #3
Norwich, New York 13815
PHONE: (607) 334-2771

Dutchess Co. BOCES ASEIMC
RD. #1, Salt Point Turnpike
Poughkeepsie, NY 12601
PHONE: (914) 471-9200 Ext. 40

Erie Co. BOCES #2 ASEIMC
3000 Schoolview Rd.
Grover L. Priess Elem. School
Eden, NY 14057
PHONE: (716) 992-3414

Franklin-Essex-Hamilton BOCES ASEIMC
Box 28
Malone, NY 12953
PHONE: (518) 483-1390

Genesee-Wyoming-Livingston ASEIMC
8250 State St. Rd.
Batavia, NY 14020
PHONE: (716) 343-1400 Ext. 230/231

Greene-Delaware-Schoharie & Otsego
Co. BOCES ASEIMC—Cyr Center
Rexmere Park
Stamford, NY 12167
PHONE: (607) 652-7531

Hamilton-Fulton-Montgomery ASEIMC
P.O. Box 665, Stoner Trail
Johnstown, NY 12095
PHONE: (518) 762-7754

Herkimer Co. BOCES ASEIMC
Gros Blvd.
Herkimer, NY 13350
PHONE: (315) 866-6040

Jefferson-Lewis BOCES ASEIMC
Administrative Office—Route 12
Glenfield, NY 13343
PHONE: (315) 376-6501

Livingston Co. BOCES ASEIMC
Charles G. May Center
Lackawanna Ave.
Mt. Morris, NY 14510
PHONE: (716) 658-2821

Madison-Oneida Co. ASEIMC
Spring Road
Verona, NY 13478
PHONE: (315) 339-3680

Monroe BOCES #1 ASEIMC
41 O'Connor Road
Fairport, NY 14450
PHONE: (716) 377-4660

Monroe BOCES #2 ASEIMC
Office of Special Education
3599 Big Ridge Road
Spencerport, NY 14559
PHONE: (716) 352-2440 or 352-2443

Nassau Co. BOCES ASEIMC
BOCES NERC Library
1196 Prospect Avenue
Westbury, NY 11590
PHONE: (516) 997-8751

New York City ASEIMC
400 First Avenue—7th Floor
New York, NY 10001
PHONE: (212) 686-6120

Oneida-Madison-Lewis ASEIMC
BOCES Area Education Center
Special Education Building
RD #1, Clinton Rd.
Whitesboro, NY 13492
PHONE: (315) 792-4605

Onondaga-Madison BOCES ASEIMC
6820 Thompson Rd.
Syracuse, NY 13211
PHONE: (315) 437-1631

Orange Co. BOCES ASEIMC
RD #2, Gibson Rd.
Goshen NY 10924
PHONE: (914) 294-5431

Orleans-Niagara BOCES ASEIMC
4124 Saunders Settlement Rd.
Sanborn, NY 14132
PHONE: (716) 731-4145 Ext. 27

Oswego BOCES ASEIMC
P.O. Box 488, County Route 64
Mexico, NY 13114
PHONE: (315) 963-7251

Rensselaer-Columbia BOCES ASEIMC
1550 Schuurman Road
Castleton, NY 12033
PHONE: (518) 477-8771

City of Rochester ASEIMC
410 Alexander St.
Rochester, NY 14607
PHONE: (716) 235-2280

Rockland Co. BOCES ASEIMC
61 Parrot Rd.
West Nyack, NY 10994
PHONE: (914) 623-3828

St. Lawrence ASEIMC
Outer State Street—Box 231
Canton, NY 13617
PHONE: (518) 769-7171

Saratoga-Warren Co. BOCES ASEIMC
Henning Road
Saratoga Springs, NY 12866
PHONE: (518) 584-6741

Steuben-Allegany Co. BOCES ASEIMC
6666 Babcock Hollow Rd.
Bath, NY 14810
PHONE: (607) 776-7631

Suffolk Co. BOCES ASEIMC
201 Sunrise Highway
Patchogue, NY 11772
PHONE: (516) 289-2200 Ext. 224

Sullivan Co. ASEIMC
St. Peter's School
Lincoln Place—Box 391
Liberty, NY 12754
PHONE: (914) 292-7500

Syracuse ASEIMC
Prescott School
410 E. Willow St.
Syracuse, NY 13202
PHONE: (315) 425-4685

Tompkins-Seneca BOCES ASEIMC
555 South Warren Rd.
Ithaca, NY 14850
PHONE: (607) 257-1551

Ulster Co. BOCES ASEIMC
175 Route 32 North
New Paltz, NY 12561
PHONE: (914) 255-1402

Washington-Warren-Hamilton ASEIMC
BOCES Special Education Building
Dix Ave.
Hudson Falls, NY 12839
PHONE: (518) 793-7721 Ext. 213

Wayne-Finger Lakes BOCES ASEIMC
RD #2
Stanley, NY 14561
PHONE: (315) 526-6381

Westchester BOCES #1—Putnam IMC ASEIMC
Pinesbridge Rd.
Yorktown Heights, NY 10598
PHONE: (914) 245-2700 Ext. 245

Westchester BOCES #2 ASEIMC
Learning Resource Center
Concord Rd.
Ardsley, NY 10502
PHONE: (914) 761-3400 Ext. 233

Yonkers City ASEIMC
c/o School #5, Lockwood Avenue
Yonkers, NY 10701
PHONE: (914) 963-4567 Ext. 416

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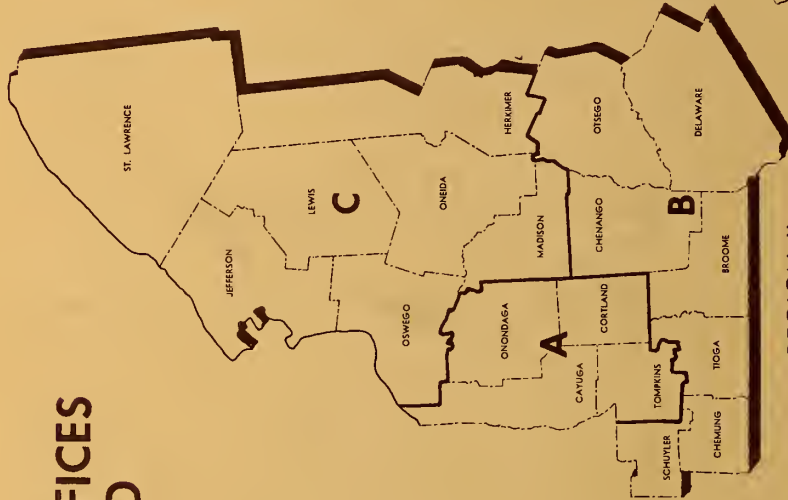
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OECHC REGIONAL OFFICES AND AREAS SERVED



REGION I

NYS Education Department
2 West Pleasant Avenue
Lancaster, NY 14086
716: 686-2082



REGION II

NYS Education Department
6820 N. Thompson Road
Syracuse, NY 13211
315: 437-1631
Ext. 238



REGION III

NYS Education Department
55 Elk Street
Albany, NY 12234
518: 474-5356



REGION IV

NYS Education Department
World Trade Center
Tower II, Room 5060
New York, NY 10047
212: 488-4450



REGION V

NYS Education Department
Nassau BOCES
Valentines Road & The Plain Road
Westbury, NY 11590
516: 997-8700